

INTERNSHIP PROGRAM AS SERVICE LEARNING IN MUHAMMADIYAH UNIVERSITY OF MALANG

Laela Hikmah Nurbatra
Universitas Muhammadiyah Malang
nurbatra@yahoo.com

Abstract: This study is aimed to examine service learning in Muhammadiyah University of Malang. Internship program, as a service learning program in the university, has been conducted to provide students with authentic learning, which enables them to involve themselves in the real life context. The study investigates the implementation of Internship program Phase 1 administered by Faculty of Teacher Training and Education, focusing on its strengths and weaknesses. In doing so, the study employed qualitative research method, involving students from English Department who have experienced Internship program Phase 1 managed by Faculty of Teacher Training and Education, Muhammadiyah University of Malang. The research revealed that although some weaknesses were found in the implementation of Internship program Phase 1, students showed positive attitude towards this service learning experience.

Keywords: *Internship, Service Learning*

INTRODUCTION

Service learning has been emphasized by higher education since 1990s (Carrington, 2011). Viewed as pedagogical and philosophical form of inquiry which combine community service activities with classroom instruction (Carrington, 2011), service learning challenge traditional modes of learning at university. The shift in gaining the knowledge and skill beyond the classroom empower the students with more opportunities to engage themselves with communities around them.

As one of popular private university in Indonesia, UMM provide the students with service learning in various ways. Internship program organized by Faculty of Teacher Training and Education is designed for students with different majors such as Mathematics Education, English Education, Civic Education, Biology Education and Primary School Teacher Education. Given that the students who participate in the program have different educational background, the faculty has to manage the program carefully to suit the students' need. Driscoll et al 1998 believed that in order to be successful, service learning demands a thorough planning, implementation, and evaluation (Ball & Geleta, 2005). Three aspects of service learning which consists of planning, implementation and evaluation needs to carefully examined as it indeed affects the students' learning outcomes. The internship program in FTTE as the service learning program in the university is conducted in three phase. In the first phase, the students are expected to observe school within a week so that they are familiar with the school and the class condition. Following that, in the second phase, students focus on the teaching and learning process in the class as the observer. Lastly, the third phase in the internship program is designed for the students to involve in the teaching and learning process occurs in the classroom within 4 weeks.

To have an effective service learning program, Chambers and Lavery (2012) identified four basic aspects. Firstly, students must be involved in meaningful program which meet the needs of the community. By doing this, students are able to have authentic learning experience in the real context. The second aspect of service learning emphasized on the learning objective and the practice, which needs to be suited. It means that the students' learning objectives in the program need to be achieved by their activities and participation. Considering the benefits of service learning, the study examined the implementation of Internship Program Phase I as service learning conducted in the Faculty of Teacher Training and Education UMM. The study, in addition, analyzed the strengths and weaknesses of the implementation from the students' perspective.

METHOD

Qualitative research is employed in this research. The study investigates strength and weaknesses of internship program managed by Faculty of teacher training and Education in UMM. In doing so, the study will limit on the first phase of the internship program. In addition, the study will only focus on the students from English Education department who have conducted the first phase of

Internship program in academic year 2014-2015. Descriptive study is applied as the research method in order to depict the strength and weaknesses of the first phase of Internship program.

Two research instruments were used in this present study. Firstly, questionnaire was employed in order to identify the area of strength and weaknesses. Secondly, interview was conducted as one of the instruments for the purpose to gain further information about strength and weaknesses in apprentice program they have experienced. Semi-structured interview was used in the study to have a clear description from research subjects.

FINDINGS AND DISCUSSION

Findings

The Strength of Apprentice Program Phase I

The strengths of the implementation of Apprentice Program Phase I are presented based on the elements involved, such as the program itself, supervisor, school, teacher and the faculty. In general, the program is regarded as a good program for three points. Firstly, all of the respondent mentioned that the program has enabled students to be a good teacher in the future. The students think that by having the Apprentice program particularly Phase I, they can have the opportunity to train themselves to be a teacher. Below is the respondent's answer:

"It trains us to be the teacher in the future"

Secondly, the program brings benefits to the students as it helps them to know the elements of school and the curriculum applied. Apprentice program Phase I enables the students to identify and understand elements of school such as teacher, students, headmaster, administrator, etc. In addition to that, the students are also able to understand the curriculum used in the learning process take place in the school. It can be identified from the following data:

"It is useful for us to know the elements of school, and understand the curriculum that is used".

In regards to this, the respondent mentioned that the Apprentice program improve their understanding about the students because it gives them opportunity to directly observe students and the school in a real situation. The statement is identified from the following data: "The program is really good because we learn how to observe the student's type and know more about the school."

Supervisor is the lecturer who is responsible to monitor the implementation of Apprentice Program Phase I. The role of supervisor benefits the students in three ways. Firstly, students are able get complete information regarding the program from the supervisor. Indeed, although they have understood the concept of Apprentice Program, in the process, they still find some problems that they later consult with the supervisor. Some students also points out that the supervisor have been very helpful. The statements are identified from the following data:

"The supervisor gives instruction more detail about the activity. He make(s) the student at ease when we get confused about the report."

Secondly, the supervisor monitors the progress of the program by coming to the school, building a personal relationship with students as well as with the teacher and principal. This indeed shows his or her support to the students who comes to the school for the service learning experience. The statements can be proven from the following information:

"My supervisor is very good. She gave more information about internship. She invited us in junior high school. She also gave consultation."

The last role of the supervisors is the lecturers also assist the students in completing their reports. Since students are expected to finish their report after finishing the program, some of them are still confused about what to write and how to write their report. Supervisor gives them the information they need regarding this so that the students are able to submit the report based on the requirement. The following data indicates the statements: "The supervisor told me about unimportant sentences (in report), (as well as being) kind, discipline."

School is the agent in Apprentice Program. The study identified three important strengths of school in Apprentice Program Phase I. Firstly, students are provided with positive environment that support their learning experience. The positive atmosphere is built up from the nice students the school

have, the helpful teacher, and comfortable and clean environment. The following data indicates the statements:

“The environment is very good because the students there are friendly with internship students.”

Secondly, the school also gives adequate support to the Apprentice program by providing the necessary facility such as suitable room for the students to gather with their fellows. The following data indicates the program:

“The school also gives us a suitable room while doing internship.”

As the third strength, the schools have enabled students to study both academic and non-academic matter. In specific, certain school focuses on building their students' religious value. In addition to that, the school also focuses on the students' attitude. It can be indicated from the following data:

“The school was really good. In there, not only studied about academic and non-academic. Also, the school teach religion and attitude. Thus, this school had many achievement.”

Based on the analysis, the research revealed four strengths of having teacher in the Apprentice program. Firstly, the teacher is helpful to the students as he or she provides information that the students need. In addition, the teacher also provide clear instruction or explanation about the school data. To prove the statement, see the data below:

“The teacher is kind, objective, (providing) clear instruction, friendly, descriptive.”

As the second strength, the teacher supports the students in the classroom. Because in Apprentice Program Phase I the students observes teacher in the classroom, they gain the experience to learn from the real model. It indeed broaden their knowledge about classroom management and materials. The following data indicates the finding:

“They guide well about learning process in the classroom”

The third strength is teacher also motivates the students to be a good teacher in the future. This is essential because as pre-service teacher, the students are able to observe the real model of a teacher in the real context. The following data indicates the statements:

“My teacher in intership program really helped us become a good teacher for the next future. She also guided me to make a good report.”

The fourth strength is in regards to the report. As the classroom teacher is one of important sources in the students' report, the role of teacher is the one who gives the information, clarifies the data, and correct the unvalid information written by the students. The following data indicates the statements:

“The teacher is very nice when the internship students want to ask about the report.”

Faculty of Teacher Training and Education is the one who cater and manage Apprentice program for the students enrolled in Mathematics Education, English Education, Civic Education, Biology Education and Primary School Teacher Education. Based on the study, there is one strength of the Faculty of Teacher Training and Education in the Apprentice Program. In regards to this, the students benefit most from the unique learning experience. Respondents mentioned that they are happy to be provided with an opportunity to get the experience. Specifically, the students gives positive feedback as the program have broaden their knowledge and skill in pegagogy. It can be indicated from the following data:

“It gives opportunity for being facilitator for students to get experience about internship.”

The Weaknesses of Apprentice Program Phase I

In this section, the researcher presents weaknesses of Apprentice Program Phase I based on the elements involved, such as the program in general, supervisor, school, teacher, and the faculty.

Based on the analysis, the weakness occurred in three areas. The first weakness is in the time issue. Most of the respondents mentioned that the time is not right, as it was conducted during their semester break, which they expected to be more spent in their home. In addition to that, according to them, the program should have been conducted in the early of the semester break, rather than in the middle of it. The following data indicates the program:

“Bad time in holiday when ‘pembekalan magang’ (pre-internship)”

The second issue is considering the duration of the program, which is too short to be conducted in only one week. In this case, it is expected that the program can be lengthen into another week. The following data indicates the statements:

“The program is too short. We need more days, maybe one week more.”

The third weakness is regarding the announcement given to the students. According to the respondent, the announcement about the Apprentice Program Phase I was given in sudden, with only limited time for preparation. Indeed, as the announcement was given during the semester break when most of the students were enjoying their break in their hometown, some of them find it so irritating. It can be indicated from the following data:

“The announcement was given all of sudden so we couldn’t prepare well.”

Next, the researcher finds weakness of the Apprentice Program Phase I is regarding the report. Some of the respondents mentioned that they are confused with the report. They did not have a clear understanding about what they need to report about. . The statements are identified from the following data:

“Confused about the report”.

Following that, the fifth weakness revealed the students response to the report writing put them in the situation in which they were just focus on completing the report, merely pass and copy the information without properly comprehending them. It can be indicated from the following data:

“Additionally, the students just focus on report. They just come to school and make their report (copy paste from one to another). There is no continuant implementation.”

The last weakness of the Apprentice Program Phase I is on the implementation, which according to the respondent, is not clear. As the program required the students to observe the school with its culture, which they need to write the report about, the students were highly driven by their responsibility to complete the task. Rather than enjoying the program by doing service learning, the students were only focus on their report. Interestingly, some of the students do not know what they wanted to do at school. The following data indicates the statements:

“The implementation of this program (is)not clear. Because, most of students just come and make their proposal in the school and some students don’t know what they want to do.”

Apprentice program Phase I conducted in Faculty of Teacher Training and Education involves supervisors to ensure that the program runs well. In this section, the research presents the weaknesses of supervisor, which covers four areas.

The first weakness recognized in the research is regarding the supervisor’s limited time in giving adequate support to the students in the Apprentice program Phase I. As the supervisors are the selected lecturers who have some other responsibilities, it is challenging them to arrange time to meet the students individually. The statements are identified from the following data:

“Mr. DPM is too busy, so we really haard to meet him to ask something about the program.”

The second weakness of the supervisor is found in the communication with the students. Some of the respondents mentioned that it was hard to communicate with the supervisor, even via mobile phone by phone call or text. Indeed, based on the result of the interview, this is regarded as a challenge

for the students as there are some issues that they need to clarify or solved during the program regarding the school, their roles, or the report. It can be indicated from the following data:

“Not respect (did not reply sms and disnot answer calling”

The Third weakness of the supervisor still relates with their support to the students. As the one who monitor the Apprentice program Phase I, the supervisors are required to come to the school in order to monitor the program and to ensure that the program runs well. In accordance to that, the students expected the supervisors to visit them at school. However, some of the supervisors were not able to make this kind of visit due to their other duty. It can be indicated from the following data:

“Never checked the internship students in the school.”

School plays important role in the Apprentice program Phase I. As the agent in the program, the school is the place for the students to experience service learning. In this section, there are two weaknesses that the research reveals. The first weakness is regarding the geographical location, which according to the students, is so far. Based on the interview, it took about an hour for some of them to get to the school, because of the distance. Some students who had the experience in their neighborhood, however, do not have any issue regarding this. The statements are identified from the following data:

“The location is too far, like from village to central city.”

The second issue of Apprentice program Phase I regarding the school response of the students. According to the respondent, sometimes the school is not welcome, as they do not show their hospitality to the students. Indeed, it affects the students in their learning process. If the students got the school's hospitality, their performance in their program is likely to be better than those who do not. The statements are identified from the following data:

“Sometimes the school is not welcome.”

Teacher plays significant role in Apprentice program Phase I. He or she is the one who share the knowledge and skill to the students. In this research, there is only one weakness found. The weakness is regarding their support as the one who deliver the information about school. In this case, some teachers gave unclear explanation about information for the students' report. Although the teacher has given the requested information to the students, he or she could not give adequate explanation about it. It can be indicated from the following data:

“Unclear explanation, she just copied the data to us without explanation.”

The Faculty of Teacher Training and Education who administer Apprentice program Phase I is responsible in organizing the service learning for students. According to the respondents, there are three weaknesses regarding this. The first issue is in the matter of burden that the students feel. Some of the students mentioned that the faculty have put so many difficulties that they need to handle. The statements are identified from the following data:

“It gives so many difficulties to the students, always gives sudden announcement”

The second weakness is in the preparation stage, in which most of the students got confused of the program. They do not have a clear understanding towards the concept of Apprentice program Phase I because of insufficient preparation. This clearly has affected the students' understanding of the program and cause ineffective learning as they still confuse about what to do during the Apprentice program Phase I. “Less preparation, so when we do internship we have confusion”

The third weakness is regarding the announcement that, according to the respondents, was suddenly shared. The respondents further commented that the announcement was shared during the semester break, and this cause more even problems as most of the students were still having a holiday in their hometown. The statements are identified from the following data:

“It is too sudden to get the information and the application form of internship. So, some students felt uncomfortable.”

Discussion

The findings reveal strengths and weaknesses of the Apprentice program Phase I. The strength and weaknesses are classified based on the elements involved such as supervisor, school, teacher, faculty and the program itself. In general, the program is regarded as a good program because it brings benefits to them as the opportunity to observe the school culture, the school elements such as the headmaster, administrator, teacher and the materials. This finding is in line with the purpose of the service learning which stated by (Ball & Geleta, 2005). The objective of the program is to prepare the pre-service teacher to be a proficient skill and knowledge in their future classrooms. However, some weaknesses regarding the time, the management, and the task are revealed. In the issue of time, indeed service learning is regarded as time consuming program (Said, Ahmad, Hassan, & Awang, 2015), as the program may take a relatively long period to be executed. In addition, the task designed for the program is intended to prepare the students for the future classroom situation which covers instruction, concept, and skill (Bernadowski, Perry, & Greco, 2013).

The second element that is analyzed in the research is the supervisor. The respondents mentioned that the supervisors are helpful when the students still find difficulties in understanding the program and their tasks in Apprentice Program Phase I. Furthermore, they also see the advantage of having supervisor to monitor the program and ensure the implementation runs well. Indeed, they show their support to the students by visiting them at school. In addition to that, the supervisors also assist the students in completing their report required for Apprentice Program Phase I. These strengths are in line with the research conducted by Berdowski, Perry Greco (2012) who also revealed the support shown by the supervisor in the service learning program.

On the other hand, the research recognised the weaknesses of the supervisor in regards to their availability to have an intense communication with the students. The statement in fact confirmed the minimal outside intervention of the supervisor which is mentioned by Chambers & Lavery (2012).

Strengths of school as the agent in Apprentice Program Phase I exposes positive environment that support their learning experience. In addition, the schools have enabled students to study both academic and non-academic matter. Stenhouse & Jarret (2012) advocates the service learning as a method to improve the students' critical pedagogy. In general view, Moore & Sandholtz (1999 in Stenhouse & Jarret (2012) mentioned that the service learning experienced by students improve their academic and social skill performance.

However, the school which is the place for the students to experience service learning has weaknesses that the research reveals regarding the geographical location and hospitality. In regards to this, the varied situation occur in the authentic community exposed the students with differences which presents the real world context in service learning (Said, et al., 2015).

Teacher plays significant role in Apprentice program Phase I. She is regarded as helpful to the students as he or she provides information that the students need, supports the students in the classroom. In addition, she also motivates the students to be a good teacher in the future. Lastly, the research also identifies the significant teacher role as important sources in the students' report. The same reflections also identified in the work of Ball & Geleta (2005) who conducted research about service learning in teacher education.

However, the research revealed the weakness of the teacher, which according to the respondents, there are some teachers who gave unclear explanation about information for the students' report. The report indeed is one of the students' responsibility once they finish their service learning and return to the university (Bernadowski, et al., 2013)

Faculty of Teacher Training and Education is the one who cater and manage Apprentice program for the students, the students gives positive feedback as the program have broaden their knowledge and skill in pedagogy. In line with this, it is stated that service learning have proven to improve the students' knowledge and skill in the field context (Simons et al., 2012).

The first issue is in the matter of burden that the students feel. Some of the students mentioned that the faculty have put so many difficulties that they need to handle. The Third weakness is regarding the announcement that, according to the respondents, was suddenly shared. In this case, the time and schedule becomes the constraints of the students (Stenhouse & Jarret, 2012)

CONCLUSIONS AND SUGGESTIONS

In general, the program is regarded as a positive program because it brings benefits to students as the opportunity to observe the school culture, the school elements such as the headmaster, administrator, teacher and the materials. However, some weaknesses regarding the time, the management, and the task are revealed.

The second element that is analyzed in the research is the supervisor. The respondents mentioned that the supervisors are helpful when the students still find difficulties in understanding the program and their tasks in Apprentice Program Phase I. Furthermore, they also see the advantage of having supervisor to monitor the program and ensure the implementation runs well. Indeed, they show their support to the students by visiting them at school. In addition to that, the supervisors also assist the students in completing their report required for Apprentice Program Phase I. On the other hand, the research revealed the weaknesses of the supervisor regards to their availability to have an intense communication with the students.

Strengths of school as the agent in Apprentice Program Phase I exposes positive environment that support their learning experience. In addition, the schools have enabled students to study both academic and non-academic matter. However, the school which is the place for the students to experience service learning has weaknesses that the research reveals regarding the geographical location and hospitality.

Teacher plays significant role in Apprentice program Phase I. She is regarded as helpful to the students as he or she provides information that the students need, supports the students in the classroom. In addition, she also motivates the students to be a good teacher in the future. Lastly, the research also identified the significant teacher role as important sources in the students' report. However, the research revealed the weakness of the teacher, which according to the respondents, there are some teachers who gave unclear explanation about information for the students' report.

Faculty of Teacher Training and Education is the one who cater and manage Apprentice program for the students. In regards to this, the first issue is in the matter of burden that the students feel. Some of the students mentioned that the faculty have put so many difficulties that they need to handle. The Third weakness is regarding the announcement that, according to the respondents, was suddenly shared.

The research is conducted to highlight the strengths and weaknesses of Apprentice program Phase I. As the suggestions, it is recommended to conduct the similar research in phase II and III. In addition to that, it is also suggested to proposed research in more specific role in service learning, such as supervisor, school, the faculty, or the classroom teacher.

REFERENCES

- Ball, D., & Geleta, N. (2005). A delicate balance: Service learning in teacher education. *Journal of Scholarship of Teaching and Learning*, 5(1), 1-17.
- Bernadowski, C., Perry, R., & Greco, R. D. (2013). Improving preservice teachers' self efficacy through service learning: Lesson learned. *International Journal of Instruction*, 6(2).
- Carrington, S. (2011). Service-learning within higher education: Rhizomatic interconnections between university and the real world. *Australian Journal of Teacher Education*, 36(6), 1-14.
- Chambers, D. J., & Lavery, S. (2012). Service learning: A valuable component of pre-service teacher education. *Australian Journal of Teacher Education*, 37(4).
- Holsapple, M. A. (2012). Service learning and student diversity outcomes: Existing evidence and directions for future research. *Michigan Journal of Community Service Learning, Spring*, 5-18.
- Said, H., Ahmad, I., Hassan, Z., & Awang, Z. (2015). Service learning as critical pedagogy: Implications for student community awareness and citizenship development. *Mediterranean Journal of Social Sciences*, 6(2), 471- 478.
- Simons, L., Fehr, L., Blank, N., Connel, H., Georganas, D., Fernandez, D., & Peterson, V. (2012). Lessons learned from experiential learning: What do students learn from a practicum/ internship? *International Journal of Teaching and Learning in Higher Education*, 24(3), 325-335.
- Stenhouse, V. L., & Jarret, O. S. (2012). In the service of learning and activism: Service learning, critical pedagogy, and the problem solution project. *Teacher Education Quarterly, Winter*, 51-76.
- Wahyono, P., Handayani, T., Taufik, M., Sunaryo, H., Nurwido, & Asrini, H. W. (2015). *Pedoman magang fakultas keguruan dan ilmu pendidikan*. Malang: University of Muhammadiyah Malang.